



University Senate Presentation
Associate Dean and Department Head Meeting
Wednesday, September 18, 2019

Veronica Makowsky, Chair, Senate Executive Committee

2019-2020

Senate Executive Committee Members

Veronica Makowsky, Chair, English

Carol Atkinson-Palombo, Geography

Rajeev Bansal, Engineering

Nancy Bull, Department of Extension

Justin Fang, Graduate Student Senate

Hedley Freake, Nutritional Sciences

Jaci Van Heest, Education


Andrea Hubbard, Pharmaceutical Science *alternate f19

Debra Kendall, Pharmaceutical Science

Angela Rola, Asian American Cultural Center

Eric Schultz, Ecology and Evolutionary Biology *sabbatical f19

Priyanka Thakkar, Undergraduate Student Government




Senate Executive Committee
Resolution in Support
of the
Day of Action on the Climate Crisis

Approved by Senate 9/9/2019

Whereas:

- The world is facing significant threats due to our continued use of fossil fuels: increasing temperatures will result in greater loss of life, livelihood and property from more extreme weather events, and loss of critical and irreplaceable ecosystems.
- Many of those most affected will be least likely to cope, thereby resulting in considerable social injustice.
- The Intergovernmental Panel on Climate Change (IPCC) has stated that globally halving CO₂ emissions by 2030 and achieving net-zero CO₂ emissions by 2050 are required to limit temperature increases to 1.5 C and avoid irreversible human-caused changes.

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- The University of Connecticut has recognized the importance of the environmental threat by inclusion of a new Environmental Literacy General Education requirement for all students, holding a Metanoia on the Environment in Spring 2018 and developing a Sustainability Framework Plan.
 - The young people of the world have taken a leading role in drawing attention to these concerns and have called for a Global Climate Strike on September 20, 2019.



This Senate resolves:

1. To endorse the concerns of young people and others worldwide that immediate action is needed to address the climate crisis and the degradation of the environment.
2. To support University of Connecticut students, staff and faculty who choose to take action on September 20th to draw attention to the climate crisis.
3. To encourage faculty to consider these issues within their classes and make provisions for students who may miss classes to participate in the climate strike.



4. To recommend that the SEC devote its meeting with senior administrators on September 20th to consideration of how the University can best respond to the climate crisis.

5. To urge the University to update and accelerate its Sustainability Framework Plan in light of the urgency of this situation and include environmental considerations in the next strategic plan for the university.

Delta2GenEd Task Force

Charge approved by University Senate on April 29, 2019:

The Senate C&C recommends acceptance of the DeltaGenEd Task Force report and its vision/framework for a new curriculum, pending University Senate approval of a final implementation plan. The Senate C&C further recommends that the SEC empanel a Delta2GenEd Task Force in 2019/20 to refine components of the proposed vision/framework and to prepare an implementation plan. The plan is to be submitted to the Senate Budget Committee to assess its financial impact. The Delta2GenEd Task Force will deliver its report to Senate standing committees in Spring 2020. The composition of the Delta2GenEd task force must include at least one representative from each baccalaureate-granting unit at UConn (e.g., colleges and schools), as well as at least one undergraduate student representative. Further, no single baccalaureate-granting unit may constitute a simple voting majority on the task force. Finally, the composition must constitute a simple voting majority of faculty with current teaching responsibilities.

Delta2GE Task Force

Thomas Long, Nursing, Co-chair

Robert Day, Business

Pam Bedore, CLAS

David Gross, CLAS

Timothy Valdas, Engineering

David Grant, Pharmacy

Mansour Ndiaye, Advising

Nancy Bilmes, Career Services

Undergraduate Student

Manuela Wagner, CLAS, Co-chair

Cameron Faustman, CAHNR

Edith Barrett, CLAS

Melissa Bray, Education

Louis Hanzlik, Fine Arts

Lisa Werkmeister Rozas, Social Work

Dave Ouimette, FYPLC

Lauren Schlesselman, CETL

Undergraduate Student

Proposal

Breadth and Depth

- 1) Increases flexibility in how the curriculum is completed;
- 2) Minimizes complexity of rules;
- 3) Emphasizes integrative learning;
- 4) Uses thematic rather than disciplinary components;
- 5) Incorporates High-Impact Practices;
- 6) Maintains breadth of subject area;
- 7) Imposes no change to the minimum number of credits required.

The components are described with clearer *outcomes* spelling out what we want students to learn and be able to do.

Proposal

In at least seven courses comprising at least six subject areas, students will complete one course in each of five Topics of Inquiry and three courses in one Topic.

Science, Theory, and Empirical Inquiry

Design, Innovation, and Creativity

Individual Values and Social Institutions

Environmental Literacy

Cultural Foundations

Diversity, Inclusion, and Social Justice

Proposal

Integrative Experience: a course that highlights connections among disciplines, and/or a service-learning course, internship, education abroad, or a capstone.

Core Competencies: Reasoning, Quantitative, Second Language, Composition, and Information & Digital Literacy.

The Integrative Experience and Core Competency courses (perhaps excepting the Second Language courses) could also be Topics courses.

<https://senate.uconn.edu/delta-ge-task-force/>

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Proposal

Science Theory and Empirical Inquiry. Courses in this topic help students to understand how scientific theories are constructed and are tested against data collected in the natural world and in social systems. Students will understand knowledge production as an interplay of data, hypotheses, and principles through direct application of the scientific method in the classroom, the lab, or the community. Must include at least one lab course except for students who have taken a lab course in Biological or Physical Sciences.

Proposal

Design, Innovation, and Creative Expression. Design thinking involves developing one or more solutions to a well-defined problem. It represents one form of creativity, which can also involve expression in the form of fine arts or many forms of writing. Courses in this topic require higher-level thought processes that imagine new possibilities. Through the application of imaginative thought and activity, novel ideas, mechanisms, and products are conceived and/or produced.

Proposal

Individual Values and Social Institutions. Informed citizenship and leadership call on an appreciation of how society is organized on multiple scales, from individual values and actions to social institutions and economic systems. Courses in this topic include studies of ethics, epistemology, psychology, social systems, and economics.

Proposal

Environmental Literacy. This topic has recently been defined at UConn as “the ability to understand, and articulate perspectives on, the interactions between human society and the natural world, as well as the challenges of environmental stewardship.” Courses in this topic examine how human activities and policies impact the natural world, and conversely how the natural world affects human well-being; they also examine how human-environment interactions are represented culturally and artistically.

Proposal

Cultural Foundations. Human cultures are sets of customs and artistic expressions shaped by history. Courses in this topic promote understanding of a culture through examination of its literary and artistic expressions, its achievements, and its past.

Proposal

Diversity, Equity and Social Justice. Participating in society means acquiring knowledge and understanding of the world beyond our immediate experience and culture, showing consideration and understanding for human and cultural diversity, and examining our own lives in a global context. These courses present diverse identities and perspectives and critically examine how social dynamics shape a range of life experiences. Students will engage with difference, consider how social agents construct pathways to equity and inclusion, and apply theory to local, national, and/or global contexts.